Planning for Fall 2020

May 21, 2020

CUNY's Most Recent Academic Continuity Guidance

- *"We must continue to use the time available to us to prepare for a primarily virtual Fall 2020 in which only a small fraction of courses and support services would be offered in-person subject to strict social distancing guidelines …"*

Conversations from CUNY CAO Council and CUNY Academic Policy Committee Meetings

- Everyone wants a definitive answer for the Fall semester- are we completely online, or can we also plan for hybrid?

- If we plan completely online, how do we designate synchronous and asynchronous classes? What best practices should be encouraged and supported?

- If we are mainly online, how do we manage class sizes effectively?

Modality: Why is designation of modality important?

- Both MSCHE and NYSED must approve fully online programs before they are offered

- KCC is fully approved by MSCHE to offer online programs, but only three programs are approved by NYSED: AS Business Administration, AS Community Health, and AA Liberal Arts

- CUNY received a waiver from MSCHE and NYSED for SP 2020 to offer all courses online; this waiver was just extended through the end of 2020.

- There are also restrictions in place for international students and veterans regarding online programming

Designations of Modality (Current)

CUNY First Definition	Definition
P	In-Person. No course assignments and no required activities delivered online.
W	Web-Enhanced. No scheduled class meetings are replaced, but some of the course content and assignments, as well as required or optional activities, are online
PO	Partially online. Up to 32% of scheduled class meetings are replaced with online activities or virtual meetings
H	Hybrid (Blended). Between 33% and 80% of scheduled class meetings are replaced with online activities or virtual meetings.
O	Online. More than 80% but less than 100% of scheduled class meetings are replaced with online activities or virtual meetings.
FO	FO Fully online. 100% of scheduled class meetings are replaced with online activities or virtual meetings. All of the class work, including exams, is online.

Summer 2020 Modality: Fully Online

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CUNY Academic Policy Committee Designations for Course Modality (Proposed)

VALUE	DESCRIPTION	DEFINITION
P	In-Person	In an in-person course, all required contact hours occur during regularly scheduled face-to-face class meeting times. Face to face class contact hours and days must be listed in the schedule of classes.
H	Hybrid/Blended	In a blended/hybrid course, online contact displaces some portion of the required contact hours that would normally take place in a scheduled In-Person/face-to-face course. In-Person class contact hours and days/times must be listed in the schedule of classes.
FO	Fully Online	In an Online course (*synchronous or asynchronous*), all required contact hours are online. Contact includes instruction, learning activities, and interactions (both student-student and/or student-instructor). All the class work, including exams, is fully online. **Asynchronous Online:** Asynchronous online courses do not require students to log in to their virtual classroom at a specified time. Class contact hours or days/times should not be listed in the schedule of classes. **Synchronous Online:** Synchronous Online courses resemble traditional on-campus college classes in that students must be (virtually) present at the same time. Scheduled class contact hours and days/times must be listed in the schedule of classes.

How do we make class size decisions for Fall 2020?

- Fall 2020 schedule is prepared as a "normal" semester
- Classes that are already scheduled as online/hybrid and taught by a certified instructor are set at 25
- What if *all* classes are taught in an online or hybrid format?

Historically, lower class sizes have been linked to developmental courses, high impact pedagogies, and those scheduled in limited space (e.g., labs, studios)

- Developmental Math and English
- Science labs because of laboratory limits
- Culinary, Maritime, Fashion Design, Allied Health, studio art and studio performance
- Courses taught as writing-intensive by a certified writing intensive instructor
- Courses taught fully online or hybrid by a certified online instructor

Spring 2020 shift to distance learning

- All faculty are teaching in a distance learning format
- Class sizes remained set for a normal semester
  - For example: a psychology class that was already scheduled to be taught online is capped at 25; other psychology classes are capped at 38
  - Studio classes and labs that no longer had room restrictions remained capped at lower levels: 17- 24

Analysis of section size and distribution- methods used

- Used current Fall 2020 schedule, separated by department

- Removed College Now classes

- Removed lab sections that are attached to science classes

- Did not include Nursing

- Removed fieldwork, practicums, clinicals

- Accounted for cross listed classes (e.g.; Business Statistics, only counted in Business Dept. (not Math) and raised limit to account for total capacity

Other Assumptions/Limitations

- No distinction is made for varying credits per section
  - For example, a PEC course that is only 2 credits, 2 hours of instruction is much less expensive to teach than a lab science course that is 4 credits, 7 hours of instruction
- Assumes all courses will run at maximum capacity
  - Typically we run classes at 85-95% capacity across the College

- Assumes faculty pay rate across the College is the same

DEPT	# sections	# students	average section size
AHHMS	41	1329	32.4
ART	76	1841	24.2
BEH	169	5672	33.6
BIO	86	2055	23.9
BUS	122	3331	27.3
COMM	107	2921	27.3
ENG	205	5417	26.4
FRLANG	38	1164	30.6
HIS	143	5475	38.3
HPER	88	2205	25.1
MATH	164	4549	27.7
PHYS	61	1513	24.8
TAH	55	1089	19.8
Total	1355	38561	28.5

Fall 2020

Average class size = 28.5

HIS and BEH have largest class sizes

Assume FA 2020 is hybrid and there are no restrictions due to space

- *If we kept the number of sections the same, and equally distributed students across the sections, what would the average class size be?*

- Spread equally among the remaining sections: 38,561 over 1,355 sections is

= 28.5 students per class

What if we capped courses at 25? How many extra sections would we need? What is the cost?

- 1355 sections *25 students/section = 33,875 students

- 38,561-33,875= 4,686 remaining students who need classes

- 4,686/25= 187 additional sections would be necessary

- 187*$10,000/3-cr. class (FT)= $1.87 M

- 187*$4,050/3-cr. class (adjunct)=$757,350

- Assuming half the additional sections are taught by adjunct faculty and half by FT faculty, the additional cost would be approximately $1.31M

An adjunct @ $90/hr. will be paid $4,500 for a 3-credit course

A FT faculty, at $80,000/yr., will be paid $10,000 for a 3-credit course

Options

- Keep fall schedule as is, no matter what the modality
- Try to equalize the workload at 29 students/class with the assumption we will all be teaching hybrid/online
- KCC is projected to end FY20 at a 4M deficit; we are looking at additional deficits for FY 21; lowering all class sizes to 25 at an additional cost of at least $1.31 M would require:
  - Very significant budget cuts in staffing- who? where?
  - Lowering enrollment targets so as not to increase number of sections (leads to serious long-term budget issues)

Provost recommendations

- Synchronous and asynchronous online classes can be distinguished by listing meeting times for classes with synchronous instruction. This would be managed by the Department Chair

- Equalize class sizes at 29 *as a temporary measure until we can conduct on-campus instruction*